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ENG 1002G 007: College Composition II

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English 1002G – College Composition II: Argument & Critical Inquiry
Course Policy & Syllabus
Fall 2017 – TR – 3:30pm-4:45pm – 3210 Coleman Hall

Instructor: Dr. Melissa Ames

Office: 3821 Coleman Hall

Office Hours: T/R 11:00am-1:00pm

T/R 4:45pm-5:15pm

Or by Appointment

Email: mames@eu.edu (please do not use the email provided by D2L)

Catalogue Description: College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information (3-0-3, WC)

Course Description: In 2016 the Oxford Dictionaries named “post-truth” the word of the year. This course interrogates the concept and practices of argument in an era where infotainment and “alternative facts” abound. Students will study the arguments of others and form their own that engage with societal issues, debates, and problems at both the local and national levels. Course assignments and readings will allow students to write in different genres, develop various multimodal composition skills, question best practices for civic engagement, and understand the importance of digital literacy and ethically responsible argument.

Course Objectives: After the successful completion of this course, students will be able to:

1. Apply the principles of argument—claims, reasons, evidence, assumptions, counterarguments, and counter-argumentation—in written documents.
2. Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives.
3. Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance.
4. Integrate sources ethically, appropriately, and consistently in written documents.
5. Use data and create graphical elements in their writing.
6. Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations.
7. Craft arguments in different modalities (e.g. through visuals and oral presentation).
8. Craft purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the content and audience.
9. Revise documents by participating in peer review workshops and writing conferences in order to create possible products for inclusion in their electronic writing portfolio.
10. Understand the role that argumentation and digital/media literacy has in civic engagement.

Required Texts:

Ackley, Katherine Anne. *Perspectives on Contemporary Issues: Reading across the Disciplines*. Stamford, CT: Cengage Learning, 2015.

Arola, Kristin L. *Writer/Designer: A Guide to Making Multimodal Projects*. Boston: Bedford/St. Martin's, 2014.

Faigley, Lester. *The Brief Penguin Handbook*. Upper Saddle River, NJ: Pearson, 2015.
Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*.
10th ed. Upper Saddle River, NJ: Pearson, 2016.

Note: Additional Readings/Excerpts will be available on D2L as indicated on the syllabus.

Materials: Writing instruments, paper, a storage system for returned work and supplementary materials, USB-compatible device for saving documents (i.e. a thumb drive), access to word processing and other design software.

Course Requirements: This course consists of in-class writing activities, discussion of assigned readings, peer review sessions, out-of-class writing/designing assignments of varying lengths, and presentations. Your grade will be based on a point system that factors in all scores you earn on all assignments and in-class work/participation. Attendance is mandatory and will be factored into your in-class grade. Active and constructive class participation will make a positive impact on your overall grade. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses.

In-Class Work/Participation (350pts):

Daily work – includes in-class activities, writing, peer response, informal group work, and informal presentations.

Response Pieces – includes short formal or informal written responses to the required reading, the media critiques, and class discussion/debates.

Participation – **includes attendance**, participation in class activities, and course preparation. Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

Formal Writing/Design Assignments/Essays & Presentations (1000pts):

Analyzing & Forming Argument in Different Media & Genres (400pts total) – Students will analyze various arguments and compose their own in print and visual media. Assignments include:

- **Argument Analysis Essay** (composition mode: linguistic, 2-3pgs/500-750 words; 100pts)
- **Proposal Argument** (composition mode: linguistic, 2-3 pgs/500-750 words; 100pts)
- **Visual Argument/Infographic** (composition mode: linguistic, aural & visual, 2-3 pgs/500-750 words; 100pts)
- **Writer Skill Inventory/Growth Assessment** (composition mode: linguistic, 2-3 pages/500-750 words; 100pts)

Argument Research Project – Semester-Long Project (600pts) – Students will engage in a debate concerning contemporary social issues/policy. The result of this semester long inquiry will be a:

- **Topic Submission List** (composition mode: linguistic, 25-100 words; completion grade)
- **Annotated Bibliography** (composition mode: linguistic, 3-5pgs/750-1500 words; 100pts)
- **Literature Review:** this paper synthesizes the research from the Annotated Bibliography and will act as an early portion of the final essay (composition mode linguistic, 2-3pgs/500-750 words; 100pts)
- **Rebuttal Paper:** this paper counters claims made by the opposition and will act as a later portion of the final essay (composition mode linguistic, 2-3pgs/500-750 words; 100pts)
- **Formal (MLA) Argument Research Paper:** this argument-based essay will synthesize research to take a stance on a controversial issue (composition mode: linguistic & visual, 7-10pgs/1750-2500 words; 200pts)
- **Multimodal Class Presentation:** this will provide an overview of the research project (composition mode: aural & visual, 3-4pgs/750-1000 words; 100pts)

Writing/Design Process & Reflection (400pts):

Peer Editing & Conferences (200pts) – Conversing with others about one’s own composing practices is an avenue for exploring differing perspectives and opening up one’s self to honest reflection. Reviewing the work of others is also valuable as it exposes students to various topics of study and different writing and design styles. Peer review sessions are strategically placed before each major assignment is due and participation in these is expected. (Composition mode: aural and linguistic, length will vary depending on feedback required, but should result in a minimum of 1500 words)

Artist Reflections (200pts)

Students are required to write artist statements reflecting on each writing assignment, including how they have implemented the feedback given in prior assignments. (Composition mode: linguistic, length will vary depending on required feedback but should result in a minimum of 1250 words)

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. As determined by the University’s General Education curriculum, final course grades for this course are A, B, C, or NC (no credit) and plus and minuses are not utilized. Your final grade will be determined by the following breakdown and grading scale:

Formal Writing Assignments/Essays:	1000 pts
Writing Process/Supporting Assessments:	400 pts
<u>In-Class Work/Participation:</u>	<u>350 pts</u>
Total Points Possible:	1750pts

A = 90% -100%

B = 80% - 89%

C = 70% - 79%

NC = 0% - 69%

Instructor Class Policies:

Submitted Assignments: All documents must be submitted on time and have a professional appearance. Every assignment should be typed and formatted according to current MLA guidelines and standards when applicable. (For help with MLA, please utilize the section overviews in your textbooks or visit Purdue’s Online Writing Lab at: <http://owl.english.purdue.edu>). When formal assignments (anything bolded on syllabus schedule) are turned in they will be submitted via D2L. Rough drafts can be reviewed in print or digital format as preferred. For your own protection, keep copies of all completed work and drafts. When saving your files be sure to use the following format: last name – assignment title.doc or docx.

Assignment Due Dates: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN A GRADE OF ZERO (0).** Assignments, including drafts, are due by the start of class or as specified on the syllabus. Computer Classroom printers are for in-class activities only, so bring hard copies of any required print work to class. E-mail attachments will not be accepted as substitutes for hard copies of your work or D2L submissions. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance (and save often!).

Revision of Essays: Since this course focuses on writing and design as process, students will revise pieces throughout the semester. Students will reflect on their writing progress at the completion of individual assignments and at the end of the semester. Students may choose to select one of their essays for inclusion in their Electronic Writing Portfolio (an EIU graduation requirement). Step-by-step instructions for submitting work for your EIU Electronic Portfolio are available online at <http://www.eiu.edu/~assess/ewpmain.php>.

In-Class Work: In-class activities must be completed in the class period they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor in advance.

Class Attendance: Because this course emphasizes writing/design as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work cannot be made up and their lack of completion will negatively affect your in-class work/participation grade. Therefore, absences negatively affect your grade. For an absence to be excused it must be considered a legitimate and verifiable emergency and documentation must be provided. Legitimate and verifiable emergencies include those instances for which you can provide documentation for why you had to miss class. Acceptable documents include accident reports, doctors' notes, hospital forms, and employer notices. Although these documents will be accepted, any pattern of documented absences will be questioned and addressed. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description, you can make up the time but not the work missed. **Perfect attendance merits the addition of 25 extra-credit points to the in-class work/participation category.**

Proper Documentation of Emergency: Assignments may only be turned in late if the student provides documentation of an emergency that prevented him/her from attending class. Proper documentation must be an original document (no photocopies), containing the student's name, and cover the date(s) in question, and be signed by a professional (i.e. doctor). An email is not typically considered proper documentation.

Presentations: Please be present when you are scheduled to give a presentation. **If you miss class on the day of a scheduled presentation and your absence is undocumented you will receive a zero and will not be able to make up the presentation.**

Academic Integrity/Plagiarism: In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism – 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, represented as one's original work' (*Random House Dictionary of the English Language*) – has the right and responsibility to impose upon the guilty student an appropriate penalty up to an including immediate assignment of the grade of F for the assigned essay, a grade of NC for the course, and an report filed with the Judicial Affairs Office." The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing/design might constitute plagiarism, please consult me prior to turning in the final draft. In short, students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Instructor Access and Response Time: Students are encouraged to make use of office hours or make an appointment to discuss anything about the class, the profession, etc. Communication via email is also welcome. (Please always follow professional email etiquette and include some kind of address and a signature in your emails (i.e., Dear Dr./Professor X, This is Y from [course name] and I have a follow-up question about [purpose of email]. I look forward to hearing from you. Sincerely, Y). Although I have a reputation for being a super speedy email responder, please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be returned within approximately one week. [In most cases I aim to return assignments the class period after they were submitted.] I will always email your school email addresses should school events, illness, emergencies, or other circumstances cause a change in class plans or a delay in feedback. Please wait 24 hours after receiving a

grade to ask about that grade, and note that instructors are not allowed to discuss grades over email (make an appointment to talk to me in person).

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Student Success Center & Writing Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302. The Writing Center is also a resource that students can utilize to improve their performance in this course. For more information visit their website (<http://castle.eiu.edu/writing/>). To schedule an appointment, call 217-581-5929, or stop by Coleman Hall, Room 3110 during open hours.

English 1002 Course Schedule
Argument in the Era of Infotainment & Alternative Facts

Unit I. Understanding & Analyzing Arguments

Week #1

T 8/22– Course Introduction & Overview / The Features of Argument / Analyzing Arguments
Post Class Reading: *Perspectives*, Ch 1

R 8/24– Understanding Arguments & Claims / Analyzing Arguments
Prepared Reading: *Writing Argument*, Ch 3, Ch 4, & Ch 10; “Structuring an Argument,”
Perspectives p. 81-84

Week #2

T 8/29– Analyzing Arguments / Recognizing Fallacies / Workshop for Argument Analysis
Prepared Reading: *Writing Argument*, Ch 6, Ch 7, Ch 8 & Appendix “Informal Fallacies”

R 8/31– Proposal Arguments / Engaging with Local/Community Arguments
Prepared Reading: *Writing Arguments*, Ch 14; *Penguin*, Ch 6 & Ch 10
Reading for Argument Analysis: Choose ONE of the following, “Do Videos Kill,” “Hip-Hop’s Betrayal of Black Women,” or “The Worst is Yet to Come,” *Perspectives*, p. 214-228
Assignment Due: Argument Analysis

Unit II. Argument as a Means to Solve Local Problem

Week #3

T 9/5 – Evaluating Sources / Understanding Ideological Bias & the Echo Chamber / Research Time
Prepared Reading: *Penguin* Ch 18 & Ch 19; “Narrowing Focus & Selecting Topics,”
Perspectives, p. 77-80
Sample Proposal Argument: “The Tethered Generation,” *Writing Arguments*, p. 478-482
Assignment Due: Preferred Topics for Final Argument Research Paper

R 9/7 – Using Research Effectively / The STAR Criteria for Evidence / Workshop for Proposal Argument
Prepared Reading: *Writing Arguments*, Ch 5 & Ch 16
Sample Proposal Arguments: “All Kids Should Take ‘Poverty 101,’” *Perspectives*, p. 341-343;
“Why Companies Aren’t Getting the Employees They Need,” *Perspectives*, p. 510-514

Week #4

T 9/12 –Citing Sources / MLA / Workshop for Proposal Argument Essay
Prepared Reading: *Writing Arguments*, Ch 17, *Penguin* Ch 21 & Ch 23
Sample Proposal Argument: “Why Legalizing Organ Sales Would Help to Save Lives,”
Perspectives, p. 451-455

R 9/14 – Effective Peer Review & Revision Strategies / Peer Editing / Understanding Genre
Complete Rough Draft of Proposal Argument Due

Week #5

T 9/19 – Multimodal Composition / Analyzing & Crafting Visual Arguments

Prepared Reading: *Writer/Designer*, Ch 1; *Writing Arguments*, Ch 9; “Revising,” *Perspectives*, p. 34-48

Assignment Due: Proposal Argument

R 9/21 – Visual Design Workshop for Infographic

Prepared Reading: *Writer/Designer*, Ch 2; “How to Read an Academic Article” (D2L)

Potential Copy/Text & Images/Visuals for Infographic Must Be in Class

Week #6

T 9/26 – Summary Writing / Workshop for Annotated Bibliography

Prepared Reading: *Perspectives*, Ch 3 & Ch 7

Example of Summary Writing: Review/Re-Read *Perspectives*, p. 8-13

Assignment Due: Infographic Due

Must Have Sources for Research Paper in Class for Workshop & Check

R 9/28 – Peer Editing / Revising / Writing a Literature Review

Prepared Reading: “Reviewing the Related Literature (Writing the Lit Review),” p. 150-163 (D2L); “Making Sense of Readings” (D2L); *Perspectives*, Ch 2; *Penguin*, Ch 4

Complete Rough Draft of Annotated Bibliography Due

Unit III. The Role of Argument in Civil Engagement at the National Level

Week #7

T 10/3 – Synthesis Writing / Crafting Effective Transitions / Workshop Literature Review

Prepared Reading: *Perspectives*, Ch 6

Sample Argument Essay with Classic Structure: “Getting Real with Reality TV,” *Perspectives*, p. 272-276

Sample Essay with Literature Review: “Engaging Apolitical Adolescents,” (D2L, note literature review runs from p. 4-9); Additional Student Models Available at:

<http://libguides.uwf.edu/c.php?g=215199&p=1420828>

Assignment Due: Annotated Bibliography Due

R 10/5 – Workshop Time for Literature Review – No Class

Sample Essay with Literature Review: “The Absent Fathers & Damaged Dads on ABC’s *Lost*,” (D2L, note literature review runs from p. 430-435)

Week #8

T 10/10 – Peer Editing / Revision & Conferencing

Sample Essay with Literature Review: “How to Save a Nation: Televisual Fiction Post-9/11” (D2L,

note literature review runs from p. 117-124)

Completed Rough Draft of Literature Review Due

R 10/12 – Critiquing & Using Numeric Data

Prepared Reading: *Writing Arguments*, Ch 9

Sample Argument Research Essay Using Numeric Data and Graphics: “Where Have the Good Men

Gone?” *Writing Arguments*, p. 491-494

Assignment Due: Literature Review Due

Week #9

T 10/17 – Countering Claims / Effective Debate Practices

Prepared Reading: Review/Re-Read *Writing Arguments*, Ch 7;

Sample Essay with Strong Rebuttal Techniques: “The Myth of Mean Girls,” *Perspectives*, p. 103-105; “Social Connections,” *Perspectives*, p. 423-425

R 10/19 – Refuting the Opposition / Argument in the Age of Social Media / Workshop Rebuttal Paper

Sample Essay with Strong Rebuttal Techniques: “Race in America,” *Perspectives*, p. 385-387

Week #10

T 10/24 – Refining Language & Writing Skills / Captions as Arguments / Workshop Rebuttal Paper

Prepared Reading: *Penguin*, Ch 7

Sample Argument Essay: “The Age of the Selfie,” *Writing Arguments*, p. 533

R 10/26 – Peer Editing / Revision & Conferencing

Complete Rough Draft of Rebuttal Paper Due

Week #11

T 10/31 – Crafting Effective Introductions

Sample Argument Essays (Compare Various Introduction Types – Context vs. Anecdote): “You Can Go Home Again,” *Writing Arguments*, p. 495-497, “Critical Thinking,” *Perspectives*, p. 317-319, “Who Does the Talking Here,” *Perspectives*, p. 356-358,

Assignment Due: Rebuttal Paper

R 11/2 – Crafting Effective Conclusions

Prepared Reading & Task: Select any three essays from our texts (*Writing Arguments* and/or *Perspectives*) that appeal to you, read them and attend to their different conclusion styles (and, if applicable, the ways in which they tie back to their introductions). Type & print your observations for class discussion and/or submission.

Week #12

T 11/7 – Memes as Cultural Arguments / Workshop for Argument Research Paper

Prepared Reading: *Penguin*, Ch 8 & Ch 9 (read sections that correspond with previous feedback on graded essays)

R 11/9 – Workshop for Argument Research Paper – No Class

IV. Giving Voice & Visibility to Arguments

Week #13

T 11/14–Peer Edit / Revision & Conferencing / Oral vs. Print Arguments

Rough Draft of Argument Research Paper Due

R 11/16 – Crafting Effective Presentation Materials / Workshop Day for Presentations

Prepared Reading: *Penguin*, Ch 15; “Crafting Presentations,” Hicks (D2L)

Assignment Due: Argument Research Paper

[Thanksgiving Break – No Classes]

Week #14

T 11/28 – Research Panel Presentations

Prepared Reading & Task (for 11/28 & 11/30): Read two online articles that are published during this week. Type a ½ page reflection for each that connects these articles to the material we've covered this semester (e.g. how do they conform or not to the argument features we've studied, how do they reflect our discussions of ethical research practices & ideological bias, etc.). Print these reflections and have them present in class on 12/5.

R 11/30 – Research Panel Presentations

Week #15

T 12/5– Research Panel Presentations

Online Article Reflections Due

R 12/7 – Research Panel Presentations / Farwell Activities / Evaluations

Assignment Due: Writing Skill Inventory/Growth Assessment

Final Exam Week / End of Semester

(Note: This Schedule is Subject to Change at the Instructor's Discretion &
Reading Selections are Abbreviated by Title)